

Attachment Theory and Psychoanalytic Constructs

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Author Note

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Abstract

This paper tracks psychoanalytic contributions to three distinct research agendas in the history of attachment theory and research. The first phase has a decidedly behavioral tone to it and begins with Bowlby in 1928 and runs through 1980. During this time Bowlby (the theoretician) and Ainsworth (the researcher) identified three empirically replicated human attachment behavioral styles—secure, avoidant and resistant/ambivalent. The Strange Situation Procedure enabled researchers to infer both strategies of attachment and working models of the same in 18-month old infants. The second phase in the history of attachment theory and research has a cognitive tone to it has to do with Main et al. from about 1980 to 1994. Finally, the third and present phase in the history of attachment theory and research has an emphasis on affect regulation and clinical application. As will be seen every stage of development in the ongoing history of attachment history and research is thoroughly influenced by psychoanalytic constructs.

Introduction

As of 1980, modern attachment research and theory had identified three evolutionarily based adaptive patterns of human behavior developed throughout repeated dyadic interactions with a child's primary caregiver. These three patterns of behavior were identified as secure children who were relatively free in their interactions with their caregiver and found therein a secure base for comfort when distressed and for exploration. Avoidant children, on the other hand, lacked a secure base for comfort and exploration and therefore tended to avoid their caregiver. Ambivalent/resistant children were not comforted by their parent with a resulting hyper-vigilant focus by the child on the parent which interfered with security and exploration.

Bowlby and Ainsworth, whose work constitutes the foundation of modern attachment theory, "were influenced by Freud and other psychoanalytic thinkers-directly in Bowlby's case, indirectly in Ainsworth's." (Bretherton, 1991, p. 759)

Part I of this paper will recount those direct and indirect psychoanalytic influences upon Bowlby and Ainsworth. Part II tracks the influence of psychoanalysis upon their predecessors' work on attachment after 1980 which began with a discovery that adult working models of attachment could be inferred from a psycholinguistic analysis of an Adult Attachment Interview (AAI) developed by George, Kaplan & Main (1984). Part III tracks the influence of psychoanalytic constructs upon the current emphasis in attachment theory upon affect and affect regulation as epitomized in the work of Schore (2008).

Part I: Attachment Theory and Research (1928-1980): Psychoanalytic Contributions to Mapping the Three Organized Patterns of Attachment

Bowlby: Early years.

Bowlby's path as the founder of attachment theory began in 1928, when, after graduating college, he volunteered at a "school for maladjusted children" (Bretherton, 1992, p. 759). There he encountered two delinquent boys whose plight, Bowlby surmised at that time, related to the way their mothers had treated them. As a result of his experience at this school and his passion for this idea about the genesis of delinquency, Bowlby furthered his studies and became a child psychiatrist and psychoanalyst wherein he eventually had Melanie Klein as his supervisor.

In contrast to Klein, who felt a child's personality develops from "fantasies generated from internal conflict between aggressive and libidinal drives rather than to events in the external world" ... [,]Bowlby ... had come to believe that actual family experiences were a much more important, if not the basic cause of emotional disturbance." (Ibid) In fact Bowlby tells the story about being very upset when Klein "forbade [him from] talking to the mother of a 3-year-old whom he analyzed under her supervision." (Ibid) Bowlby nevertheless "remained deeply grateful to [Klein] for grounding [him] in the object-relations approach to psychoanalysis, with its emphasis on early relationships and the pathogenic potential of loss." (Bowlby, 1969, 1982, p. xxxiii)

In 1944, Bowlby published *Forty-Four Juvenile Thieves: Their Character and Home-Life* where he linked delinquency to maternal care. Bowlby's commitment to determining what actually happens between mothers and infants rather than speculating retrospectively or backward from what psychoanalysts saw in session set him apart from his former supervisor. Bowlby was truly an Independent Mind among other Independent Minds of his time (Rayner, 1991) "Psychoanalytic object-relations theories later proposed by Fairbairn (1952) and Winnicott (1965) were congenial to Bowlby, but his thinking had developed independently of them."

(Bretherton, 1992) As will be seen below, Bowlby epitomizes Rayner's (1991) description of the British Independents as quintessentially open-minded and committed to scientific empiricism. (p. 5)

Ainsworth: Early years.

In 1950 Mary Ainsworth moved with her husband to London and answered an ad in "the *London Times*" which Bowlby had placed for assistance in a research project at the time. (Bretherton, 1992, p. 761). She brought with her a wealth of research experience gained as a Canadian officer in WWII and passion for learning. James Robertson, whom Bowlby hired in 1948 to assist him with his research with children and separation from mothers in hospitals, was trained by Anna Freud in child observation skills leading Bretherton to comment "[t]he thorough training in child observation that Robertson thus obtained at the Hampstead residential nursery are Anna Freud's lasting personal contribution to the development of attachment theory" (Ibid) Robertson film, *A Two-Year-Old Goes to Hospital* became a powerful teaching tool inspiring major changes in how hospitals deal with children and parents. Bretherton (1992) points out that "Mary Ainsworth, who was charged with analyzing James Robertson's data, was tremendously impressed with his records of children's behavior and decided that she would emulate his methods of naturalistic observation were she ever to undertake a study of her own (Ainsworth, 1983)." (p. 761)

Bowlby: Attachment theory begins with research into separations because Bowlby deemed naturalistic studies of mother-infant dyads too difficult.

The effect of WWII upon children who had been separated from their mothers as a result of the war became a serious focus of concern for the World Health Organization (WHO) which commissioned Bowlby to study the matter and present a report. This resulted in the publication

of 63 page report on the welfare of homeless children entitled *Maternal Care and Mental Health* published in 1951. Bowlby's psychoanalytic foundation is readily seen in the following passage:

The psychic machinery which we develop within ourselves [in infancy and childhood] to harmonize our different and often conflicting needs and to seek their satisfaction in a world realistically apprehended is our ego.... During this phase of life, the child is therefore dependent on his mother performing them for him. She orients him in space and time, provides his environment, permits the satisfaction of some impulses, restricts others. She is his ego and his super-ego. Gradually he learns these arts himself and, as he does so, the skilled parent transfers the roles to him. This a slow, subtle, and continuous process, beginning when he first learns to walk and feed himself and not ending completely until maturity is reached. Ego and super-ego development are thus inextricably bound up with the child's primary human relationships; only when these are continuous and satisfactory can his ego and super-ego develop. In dealing here with the embryology of the human mind one is struck by a similarity with the embryological development of the human body, during the course of which undifferentiated tissues respond to the influence of chemical organizers. If growth is to proceed smoothly, the tissues must be exposed to the influence of the appropriate organizer at certain critical periods. In the same way, if mental development is to proceed smoothly, it would appear to be necessary for the undifferentiated psyche to be exposed during certain critical periods to the influence of the psychic organizer-the mother. (pp. 52-53)

This idea that the mother, through repeated interactions that are generalized into working models of her, self and others as a distinct psychic organization or developmental path, is seen here which is attachment theory's explanation for the intergenerational transmission of attachment style. Bowlby's ideas in this regard draw directly from Freud's topography of the human psyche.

At this time in the early 1950s Bowlby hadn't yet studied or become an expert in the field of ethology. He contacted Robert Hinde who was an expert who in turn introduced Bowlby to Konrad Lorenz' (1935) work with geese and imprinting. The idea of imprinting helped Bowlby deal with Freud's concept that the child's attachment to the mother related to her provision of food or to the idea that the child's attachment to the mother was related to the gratification associated with the provision of food. As later explained in his *Attachment* (1969, 1982) the child's attachment to the mother is an evolutionarily developed control system which is

independent of hunger and the need for food. (pp. 373-375) Bowlby also found Harlow's research with Rhesus monkeys and the famous terry cloth mother to corroborate his concept of an attachment control system which seeks proximity to mother not for food but for comfort and, more importantly, safety. (Ibid, pp. 311-312)

In 1958, Bowlby wrote *The Nature of the Child's Tie to His Mother*. There, he repeatedly pays homage to Freud and attributes his own departure from Freud as an extension of Freud's evolving thought later in life which Freud would have adopted if he had more time. "It was not until comparatively late that [Freud] appreciated the reality of the infant's close tie to his mother, and that it was only in his last ten years that he gave it the significance we should all give it today." (Bowlby, 1958) Elsewhere, Bowlby points out that his theory of attachment seem to depart from Freud's drive theory mainly because Freud's ideas were formulated before science truly appreciated Darwin's theory of natural selection: "the paradigm Freud employed throughout in his metapsychology is pre-Darwinian in its assumptions..." (Bowlby, 1973, p. 399)

Bowlby's *Nature of the Child's Tie to His Mother* envisions a research agenda for attachment theory which Ainsworth would later help him as the theoretician to fulfill:

I emphasize that at present this is no more than my belief and that whether or not ethology will prove a fruitful approach to psycho-analytic problems is yet to be shown. Speaking for myself, **a main reason for preferring it to other approaches is the research which it suggests**. With ethological concepts and methods it is possible to undertake a far reaching programme of experimentation into the social responses of the preverbal period of infancy, and to this I attach much importance. Thus the repertoire of instinctual responses may be catalogued and the range of ages when each matures identified. Each response may be studied to discover the nature of the conditions which activate it and the nature of those which terminate it (often called consummatory stimuli), and why in some individuals responses come to be activated and terminated by unusual objects. (Bowlby, 1958)

“Bowlby's new instinct theory [set forth in *The Nature of the Child's Tie to His Mother*] raised quite a storm at the British Psychoanalytic Society. Even Bowlby's own analyst, Joan Riviere, protested. Anna Freud, who missed the meeting but read the paper, politely wrote: "Dr. Bowlby is too valuable a person to get lost to psychoanalysis" (Grosskurth, 1987).” (Bretherton, 1992, p. 763)

Bowlby's advancement of his theory of attachment in *The Nature of the Child's Tie to His Mother* on account the *research it suggests* was prophetic. Interestingly, although Bowlby remained a member of the British Psychoanalytic Society for the rest of his life, he never again aired his views in that forum. (Bretherton, Ibid.)

Ainsworth: Attachment theory is greatly advanced because Ainsworth's research took the work into homes for naturalistic studies of mother-infant dyads and her development of the Strange Situation Procedure enabled the identification of three identifiable attachment styles which reflected underlying unconscious internal working models of mother and self.

In 1950 Mary Ainsworth moved with her husband to London and answered an ad in “the *London Times* that happened to involve research, under the direction of John Bowlby, into the effect on personality development of separation from the mother in early childhood.” (Bretherton, 1992, p. 761). The fulfillment of Bowlby's call for research of infants and their mothers began in earnest with Ainsworth when she moved to Uganda when her husband took her with him for his work as a professor. While there she began a human “observational study” in which she attempted an “empirical validation of his [Bowlby's] ethological notions (Ainsworth, January 1992, personal communication).... [She] “recruited 26 families with unweaned babies

(ages 1-24 months) whom she observed every 2 weeks for 2 hours per visit over a period of up to 9 months. (Ibid., p. 764).

She then moved to Baltimore with her husband in 1955. However, when Bowlby published *The Nature of the Child's Tie to His Mother* in 1958, Ainsworth was impressed and convinced that he was on to something when he sought to apply the ethological method of studying species in their environment of evolutionary adaptation. She and Bowlby subsequently became intellectual partners and co-laborers in attachment theory and research. (Ibid).

In 1963, Ainsworth presented her data and conclusions on her Uganda research project to the Tavistock Clinic. Among other things, she pointed out that “Mothers who were excellent informants and who provided much spontaneous detail were rated as highly sensitive, in contrast to other mothers who seemed imperceptive of the nuances of infant behavior” and that “secure attachment was significantly correlated with maternal sensitivity. This will be commented upon regarding to the Adult Attachment Interview below. Babies of sensitive mothers tended to be securely attached, whereas babies of less sensitive mothers were more likely to be classified as insecure. Mothers' enjoyment of breast-feeding also correlated with infant security.” (Bretherton, 1992, p. 764).

Also in 1963, Ainsworth began her Baltimore project. In this study “26 participating Baltimore families were recruited prenatally, with 18 home visits beginning in the first month and ending at 54 weeks. Each visit lasted 4 hours to make sure that mothers would feel comfortable enough to follow their normal routine, resulting in approximately 72 hours of data collection per family.” (Bretherton, 1992, pp. 764-765) In connection with this study, Ainsworth had developed her strange situation procedure:

The Strange Situation is a 20-minute miniature drama with eight episodes. Mother and infant are introduced to a laboratory play room where they are later joined by an

unfamiliar woman. While the stranger plays with the baby, the mother leaves briefly and then returns. A second separation ensues during which the baby is completely alone. Finally, the stranger and then the mother return.

As expected, Ainsworth found that infants explored the playroom and toys more vigorously in the presence of their mothers than after a stranger entered or while the mother was absent (Ainsworth & Bell, 1970). Although these results were theoretically interesting, Ainsworth became much more intrigued with unexpected patterns of infant reunion behaviors, which reminded her of responses Robertson had documented in children exposed to prolonged separations, and about which Bowlby (1959) had theorized in his paper on separation.

A few of the 1-year-olds from the Baltimore study were surprisingly angry when the mother returned after a 3-minute (or shorter) separation. They cried and wanted contact but would not simply cuddle or "sink in" when picked up by the returning mother. Instead, they showed their ambivalence by kicking or swiping at her. Another group of children seemed to snub or avoid the mother on reunion, even though they had often searched for her while she was gone. Analyses of home data revealed that those infants who had been ambivalent toward or avoidant of the mother on reunion in the Strange Situation had a less harmonious relationship with her at home than those (a majority) who sought proximity, interaction, or contact on reunion (Ainsworth, Bell, & Stayton, 1974). Thus originated the well-known Strange Situation classification system (Ainsworth et al., 1978) which, to Ainsworth's chagrin, has stolen the limelight from her observational findings of naturalistic mother-infant interaction patterns at home. (Bretherton, 1992, p. 765)

Bowlby further develops his the theory of Attachment in publishing his trilogy.

When Bowlby began his trilogy, he originally meant to write a single volume. The project, he soon realizes, was bigger than he anticipated. “‘As my study of theory progressed it was gradually borne in upon me that the field I had set out to plough so light-heartedly was no less than the one Freud had started tilling sixty years earlier.’ In short, [says Bretherton] Bowlby realized that he had to develop a new theory of motivation and behavior control, built on up-to-date science rather than the outdated psychic energy model espoused by Freud.” (Bretherton, 1992, p. 766 quoting Bowlby, 1969, 1982, p. xxvii)

In *Attachment* (1969, 1982), Bowlby nevertheless rewrites Freud from an ethological and control systems point of view. Instinct, Bowlby points out, relates to environmentally stable

behavioral patterns; rather than libidinal drives and such. (pp. 38-39). As will be pointed out shortly below, the attachment system is environmentally labile but nevertheless bears the hallmarks of instinct as Bowlby conceives the term:

Whether in man there is any behaviour that can reasonably be described as instinctive is sometimes disputed. Man's behaviour, it is claimed, is infinitely variable; it differs from culture to culture; nothing resembling the stable and predictable patterns of lower species is to be found. I do not believe this view can be sustained. Man's behaviour is very variable, it is true, but not infinitely so; and, though cultural differences are great, certain commonalities can be discerned. (p. 39)

One of Bowlby's chief contentions made in *Separation* (1973) lays "out a new approach to Freud's (1923/1961, 1940/1964) motivational theories, and present[s] an epigenetic model of personality development inspired by Waddington's (1957) theory of developmental pathways" (Bretherton, 1992, p. 767). Bowlby (1973) writes:

For most of the present century the model of personality development most favoured has regarded a personality as progressing through a series of stages on a single track towards maturity. The various forms of disturbed personality are then attributed to an arrest having occurred at one or another of these stages. Such an arrest, it is thought, can be either more or less complete. Most often, it is supposed, it is only a partial arrest. In such an instance development is conceived as continuing in an apparently fairly satisfactory way except that, in conditions of stress, it is liable to breakdown, in which case the personality is thought to regress to whatever stage in development the partial arrest, or fixation, is deemed to have occurred at. (p. 363)

Instead of conceptualizing a series of developmental stages one must successfully negotiate to avoid being fixated in that stage of development, Bowlby "sees differences in personality structure as being a result of growth having proceeded along different and divergent developmental pathways ... [where] the processes that determine an organism's development, and in particular the extent to which each feature of development is sensitive or insensitive to environmental variation, are seen as governed by the genome. Any feature of development that is relatively insensitive to changes of environment can be termed 'environmentally stable'; any feature that is relatively sensitive can be termed 'environmentally labile'" (Bowlby, 1973, p. 366)

Interestingly, an infant's attachment style while limited to a small number of identifiable patterns is "environmentally labile" which "enables an organism to vary its development according to the particular environment in which development happens to be taking place, with a good prospect of the adult's being better adapted to that environment than it would otherwise be." (Ibid.); nevertheless, although these "structures are generated through [sensitive periods of] developmental plasticity", repetition and time give them a "genetically fixed" quality which becomes harder to change as one progresses in the lifespan (Gilbert, 2003, p. 471).

Bowlby further challenges Freud in his third volume on attachment, *Separation* (1973), by describing the inner world of the developing child as comprised of a "representational or working models ... of the world and of himself in it.... In the working model of the world ... a key feature is his notion of who his attachment figures are, where they may be found and how they may be expected to respond. Similarly, in the working model of the self that anyone builds a key feature is his notion of how acceptable or unacceptable he himself is in the eyes of his attachment figures." These notions then get generalized and form the basis of "his susceptibility to respond with fear whenever he meets any potentially alarming situation during the ordinary course of life" (p. 203) In this regard, the insecure attachment styles, avoidant and resistant/ambivalent are essentially organized strategies to the anxiety produced by the fears of life occasioned by or exacerbated by the absence of one's attachment figure.

Bowlby acknowledges his indebtedness to his psychoanalytic colleagues in his use of this pivotal concept to attachment theory when he states as follows:

Although the concepts of working models and forecasts derived from working models may be unfamiliar, the formulation adopted is no more than a way of describing, in terms compatible with systems theory, ideas traditionally described in such terms as 'introjection of an object' (good or bad) and 'self-image'. The advantages claimed for the present concepts are that they allow for greater precision of description and provide a

framework that lends itself more readily to the planning and execution of empirical research. (Bowlby, 1973, p. 204)

He further points out that his additional concept of multiple working models is “no more than a version, in different terms, of Freud's hypothesis of a dynamic unconscious.” (p. 205)

Part II: Attachment Theory and Research (1980-1994): Psychoanalytic Contributions to Operationalizing and Understanding Adult States of Mind Regarding Attachment

Mary Main: The development of the Adult Attachment Interview enabled research with parents and the cognitive (conscious and unconscious) processes which inform their formative interactions with their children.

“In 1985, in an article entitled “Security in Infancy, Childhood, and Adulthood: A Move to the Level of Representation,” Main, Kaplan, and Cassidy reported the results of their sixth-year follow-up study of 40 Bay Area children who had been seen with each parent in the Ainsworth Strange Situation (Ainsworth, Blehar, Waters, & Wall, 1978) at 12 (or 18) months of age. Within that presentation, special emphasis was given to verbatim texts taken from a newly developed Adult Attachment Interview (AAI; George, Kaplan, & Main, 1984, 1985, 1996).” (p. 552) What developed with the Adult Attachment Interview was an assessment instrument which captures a parent’s state of mind with regard to attachment and his or her own parents which corresponds in non-clinical samples to a parent’s child’s attachment style as determined by Ainsworth’s strange situation described 75-88% of the time in normal samples (Main, Hesse & Goldwyn, 2008 and Cassibba, Sette, Bakermans-Kranenburg & van IJzendoorn, 2013)

The AAI sprang out of Ainsworth observation in her Uganda project that secure children had mothers who were good historians of the child’s needs and later from Mary Main’s work as a student working for Ainsworth at John Hopkins University where she also observed a correlation between secure children and mothers who were collaborative and relevant in their

discussion of their children with her. This assessment tool is able to “surprise the unconscious” (Ibid, p. 555) and taps into the defensive strategies used by children as they grow up to deal with the anxiety associated with emotional hurt and trauma.

The following chart outlines the strategies infants develop to maintain proximity to their primary caregivers given the environment these caregivers produce for their infants which inevitably results from unconsciously generated behavior patterns which in turn come from the parent’s state of mind regarding attachment:

ADULT ATTACHMENT INTERVIEW	INFANT STRANGE SITUATION RESPONSE
SECURE/AUTONOMOUS (F)	SECURE (B)
Coherent, collaborative discourse is maintained while speaker describes attachment-related experiences and their effects, whether favorable or unfavorable. Speaker seems to value attachment, while maintaining objectivity regarding any particular experience or relationship.	Shows signs of missing parent on first separation, and cries during second separation. Greets parent actively, e.g., creeping to parent at once, and usually seeks to be held. After briefly maintaining contact with the parent, settles and returns to play.
DISMISSING (Ds)	AVOIDANT (A)
Normalizing, positive descriptions of parents (“excellent, very normal mother”) are unsupported, or contradicted by specific incidents. Negative experiences said to have had little or no effect. Transcripts short, often due to repeated insistence on lack of memory.	Does not cry on separation, attending to toys or environment throughout procedure. Actively avoids and ignores parent on reunion, moving away, turning away, or leaning away when picked up. Expressions of anger and distress are absent.
PREOCCUPIED (E)	RESISTANT-AMBIVALENT (C)
Preoccupied with experiences, seeming angry; confused and passive or fearful and overwhelmed. Some sentences grammatically entangled or filled with vague phrases (“dadadada”) or psychological jargon. Transcripts long: some responses irrelevant.	Preoccupied with parent throughout procedure, may seem actively angry, alternately seeking and resisting parent, or may appear more subtly angry, while acting passive. Fails to settle or return to exploration on reunion, and typically continues to focus on parent and cry.

(p. 1091)

In 1994 Schore published *Affect regulation and the origin of the self: The neurobiology of emotional development*. His book proposes that the same “dyadic affective transactions of optimal and suboptimal caregiver-infant interactions ... considered to engender ‘individual

differences in attachment and personality development' ... [also embed] hidden psychobiological mechanisms which determine the emotional biases of the affective core that appear in the second year." (p. 374) These biases unconsciously dictate how the child will regulate cognitive and affective memories, thoughts and emotions.

In other words, as more recently put by Shah, Fonagy and Strathearn (2010), "patterns of attachment are conceptualized as self-protective strategies that are learned through interaction with attachment figures. The learning itself is based on both temporal information (termed "cognition") and the intensity of stimulation (or "affect), as these are processed through various parts of the brain.... [I]nformation that requires little transformation to yield protective behavior (Type B strategy [in the chart above]) promotes balanced relationships, whereas information that must be distorted to yield protective behavior (Types A, C, and A/C [in the chart above]) promote anxious [insecure] relationships. (p. 331) Dykas & Cassidy (2011) citing Main et al. (1985) write: "internal working models provide individuals with both conscious and unconscious rules "for the direction and organization of attention and memory, rules that permit or limit the individual's access to certain forms of knowledge regarding the self, the attachment figure, and the relationship between the self and the attachment figure" (p. 77; see also Egeland & Carlson, 2004)." The absorption of psychoanalytic thought is palpable in such language. On another note the limited usefulness of self report evaluations of attachment is apparent from the fact that attachment processes of thought and feeling are largely unconscious.

Dykas and Cassidy (2011) recently reviewed the literature in the field on the issue of affect regulation / social *information processing patterns* and attachment. They point out that Bowlby's concepts of the working model which become an increasingly stable as a "function of real-life events" as a construct is not generally questioned because it "is supported by

considerable data (for reviews, see Belsky & Fearon, 2008; De Wolff & van IJzendoorn, 1997)” and is “consistent with current theory and research in cognitive neuroscience (such as that related to mirror neuron systems; see Bretherton & Munholland, 2008).” (p. 20)

Here, a distinction is made between Klein and Freud as it relates to the impact of the environment and experience upon one’s working model: “Overall, the notion that internal working models develop and vary as a function of real-life attachment-related experiences is central to attachment theory and distinguishes it from other perspectives suggesting that infants mentally internalize their experiences with caregivers through other nonexperiential processes (e.g., unconscious fantasies; Freud, 1909/1999; Klein, 1932).” (Dykas & Cassidy, 2011, p. 21).

With infants their working models are inferred their patterns of behavior observed in Ainsworth’s Strange Situation. Try as she may to manipulate the outcome, the mother of an infant in the Strange Situation will be thwarted. The infant, under the stress of the procedure will exhibit the behaviors set forth on the right side of Main’s (2000) chart above. The adult’s repeated interactions with the child in the home which are unconsciously governed (especially under stress) by the states of mind regarding attachment set forth on the left side of Main’s (1996) chart have created an implicit procedural memory for the child in the unconscious which is activated and played out under the stress of the Strange Situation.

The same essential dynamic plays out for parents in the home under the stress of raising children. While the Strange Situation is the gold standard for determining infant (18 month old) attachment style / internal working models inferred from behavior of the child, the Adult Attachment Interview (AAI) by Main, Kaplan & Cassidy (1985) has become and remains the chief assessment tool for assessing an adult’s internal working model of attachment. This model

or attachment style is inferred from the adult's state of mind with regard to attachment related experience. What's really fascinating about the AAI is that it taps into constructs of psycholinguistics relating to coherence and collaboration of discourse the presence or absence of which in the transcript predicts the individual's overall state of mind which in turn predicts intergeneration transmission through unconscious regulation of affect governing behavior.

Part III: Attachment Theory and Research (1994-present): Psychoanalytic Contributions to Understanding States of Mind Regarding Attachment as Core Affect Regulatory Processess

Allan Schore et al.: Integrating Freud's dynamic unconscious, neuroscience and attachment theory and research emphasizes affect and affect regulation in therapy.

The following chart was developed by the writer to capture Schore's concept as it relates to attachment styles. Schore (1994) writes: "Freud, the "biologist of the mind," "never abandoned the assumption that psychoanalysis would someday come to terms with the neurophysiological side of mental activity" (p. 131)." Indeed, as can be seen in the following chart which is meant to capture Schore's and others' recent research on attentional flexibility of the mind on matters of attachment and attachment style, Freud's writings on the discharge and flow of energy seems prescient:

Insecure Preoccupied	<ul style="list-style-type: none"> • Hyperaroused Affect • Attentional Inflexibility • Passive or Dysregulated / Angry Preoccupied Cognition
Secure Autonomous	<ul style="list-style-type: none"> • Balanced Cognition and Affect • Attentional Flexibility
Dismissing	<ul style="list-style-type: none"> • Hypoaroused Affect • Attentional Inflexibility • Idealizing or Derogating Cutting Off

Schore (2008) sounding like a preacher writes:

In 1994 Schore offered a large amount of existing interdisciplinary data to propose that attachment communications are critical to the development of structural right brain neurobiological systems involved in processing of emotion, modulation of stress, self-regulation, and thereby the functional origins of the

bodily-based implicit self. In 2000, within an introduction to a reissue of Attachment, Schore proposed, “In essence, a central goal of Bowlby’s first book is to demonstrate that a mutually enriching dialogue can be organized between the biological and psychological realms” (p. 24), and argued that attachment theory stresses the primacy of affect and is fundamentally a regulation theory. This linkage of the theory with affective dynamics was mirrored in Fonagy et al.’s (2002) Affect Regulation, Mentalization, and the Development of the Self, and Mikulincer et al.’s (2003) work on “attachment theory and affect regulation.” Indeed, Fonagy and Target (2002) concluded that “the whole of child development to be the enhancement of self-regulation.” (p. 10)

As well-put by Schore (2008) the current thrust of attachment theory appears to focus upon an “elaboration of the mechanisms that operate at the unconscious psychobiological core of the intersubjective context, the brain–mind–body–environment relational matrix out of which each individual emerges.” (Ibid)

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